**Multiple Intelligences**

By Thomas Armstrong

*Chapter 1:*

This chapter really broke down the Multiple Intelligences theory by showing what each one is and an example of how someone can have high performance in certain categories. It also showed that just because someone has the logical/mathematical intelligence does not mean that they do not pose the spatial intelligence as well. It really made me think about our class activity where we had free choices on what intelligence we have in different situations. When we narrowed it down by forced choice, I thought I was mainly a logical/mathematical and interpersonal learner but I realized that I have all the intelligences. I just have a higher performance in the two intelligences.

This will impact my classroom in the way that I will have to find a way to teach all my students where everyone has a different learning style. Each student is unique and even if two students have the same intelligence, their strengths can vary because there are many specialties that are in the different intelligences. The book used the example of someone that had the bodily/kinesthetic intelligence but what clumsy on the kickball field but they could weave a carpet and this is just considered their style. It also explained that intelligences work isolated from each other and that it is hard to transfer over to a different intelligence. If I have a student that is spatial learner and my lesson is primarily for the logical/mathematical learners, than that student suffers because they cannot get in to the different mindset. It is up to me to make sure that my lessons either have many variations or involves each learning style so that I can make sure that every student is getting everything they can out of my class.

*Chapter 2*

This chapter focused on someone personally figuring out/identifying their Multiple Intelligences. It comes with a great personal survey that you can take to help you identify which Multiple Intelligence you use the most. I was able to look more in depth into the intelligence that I already identified in the previous class. The wording was very positive and it listed them as “abilities” instead of strengths or weaknesses. It makes someone feel more confident about their intelligence as abilities and not a learning weakness. You are able to see that you have more checkmarks in one intelligence but you have a few in the other intelligences as well. It really makes you in think about our every day-to-day tasks and how almost everything can be narrowed down to a certain skill/intelligence that we have in order to accomplish those tasks. As a teacher, I think it would be a good idea to have students take surveys similar to this so that they can learn what kind of learning style they use. It will help them later on with trying to figure out how to study for a certain test or how to take notes on a reading. They can see what they as students need to learn on to be able to become a more successful student. By creating the skills are interested in. There are many factors as to why students did not develop a certain intelligence to its full potential and it is our job as teachers to give them the opportunity and support to develop them.

*Chapter 3*

This chapter talked about ways to identify what multiple intelligence are the student’s strongest learning trait. It showed ways for teachers to know what each different intelligence might look like and what signs to look for in your students. It told teachers to observe students in not how the behavior regularly but also how the students misbehave; to look for the signs and see what they are trying to tell us non-verbally. Professor Evans told the class to be very mindful of what each student is doing. She used the example of a student using drugs to seek attention so that we, as teachers, could see that they need help and it is our job to listen. This situation works well with observing multiple intelligences because it is all about being mindful of what our students do. Students will tell us how they learn best but sometimes it can be taken as misbehavior and we just dismiss it as a troublesome child.

As a teacher I need to remember not to dismiss every child that seems to not follow the rules. I need to remember to think about why they are actually doing it and the way they go about it. I have to look at the signs and pay attention. Once I have figured out how my students learn, I have to make the adjustments accordingly so that each students gets the most out of my classroom. The chapter gave great ideas about how to identify the student’s intelligences. The author provides the reader with a checklist than can be done with those students that are struggling. This way you can get to the route of the problem quicker and have your students be successful in your classroom.

*Chapter 4*

This chapter is just as the title says. It is about making sure the students know and understand the MI theory and how it relates to them. This chapter uses the explanation to a more elementary classroom and even possibly a middle school classroom. Of course everything can be modified for a higher age group. Obviously as college students, we understand the vocabulary used in the MI theory but we have to remember that the students we are teaching this to, are not at a college reading level. The chapter gives many examples on how to plan certain activities that involve all intelligences so that students can understand them easier and see them in action. This particular teacher used a MI Pizza so that the students could see all of the intelligences together and also see that not one intelligence is larger or smaller than the others. This can show the students that no matter what learning style they use, they all are still the same and they are all learners. The author put each intelligence into smaller more understandable terms for students of a certain age group. He used words such as “People smart” and “Picture smart” instead of Interpersonal and Spatial. This way they know the same of the intelligence (that’s easy for them to understand and pronounce) and a sense as to what it is about. As a teacher, I have to understand that every student learns differently but it is also important for the students to know as well. It is my job to provide those opportunities for my students. I have to give them the opportunity to understand themselves as a learner and to provide them the opportunity to learn the way that best fits them.

*Chapter 10*

This chapter focused on how to assess using the MI theory and it introduced authentic assessment. It showed a variety of ways to show the documentation of the student’s progress through authentic assessment. Some of the ways included; Anecdotal records, work samples, photography, informal assessments and standardized tests, interviews, etc. Standardized tests usually have strict rules that allow for no talking and the students must answer the questions the exact same way. It does not allow for much wiggle room but having an MI assessment lets the students to be assessed eight different ways according to their Multiple Intelligence. This way the students will be able to show if they truly have mastery or not because they are being assessed through the way in which they strive the best. “If a student learns primarily through picture, yet is exposed only to the printed word when learning new material, then she will probably not be able to show mastery of the subject.” (Pg 140).

As a teacher I have to teach according to each student’s Multiple Intelligence's so that they can get the most out of my classroom. If I teach using the MI theory, then why would I test using a standardized test that only helps those students that like fill in the bubble and sit down tests? It is unfair to the rest of the students that know the material but have a hard time explaining it unless they can draw a picture of vocalize their mastery. Having multiple ways to fully assess my students will show a more realistic view of if they have been truly learning and mastering what has been taught to them. It helps them strive.